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frequently heard, 'No class will be organized in any subject for which less than (twenty) students enroll'. Such a rule may automatically eliminate Cicero and Vergil from Schools of considerable size, and might banish Latin entirely from smaller Schools.

Often such results come about through no hostility at all on the part of the administration. It may be simply a matter of dollars. When the large groups of students are provided for, whence the money to secure a teacher for little classes in Latin for students who could be taken care of in other subjects with no additional expense?

How are we to convince School Boards that it is not right to deprive their brightest students of the opportunity to study the subjects best adapted to their need, in order to take care of a crowd of students who are aiming at nothing in particular? While this question remains unanswered, and while we are discussing methods of teaching, the deadly work of eliminating Latin goes steadily on. Of course, matters are aggravated when the administration is actively hostile, as may be seen by contrasting the two following cases.

Case 1. A classical teacher was engaged to teach French in a small High School. Arriving on the ground, he found a little demand for Latin, and, with the consent of the administration, withdrew the French, substituted Latin—and enrolled half the School in the course.

Case 2. The scene is another small High School, but with a principal who hates culture and everything pertaining to a University, and who is himself a laughing-stock because of his ignorance of English. A teacher of Latin and Spanish was engaged, whose first choice was Latin. The principal, however, announced that the School in question had no place for Latin, and that all students desiring to study a foreign language must elect Spanish. Hence, there is no Latin in that School.

In regard to these two cases it will be noted that the question of method does not enter at all. On the one side the decisive factor is the devoted teacher, on the other it is a barbarian principal.

It may be claimed, of course, that an extreme program such as Dr. Gray has in mind may tend to flatter the educational 'expert' and placate the barbarian principal. But, if these ends are to be gained only by a wholly unwarranted attack upon legitimate aims and methods in teaching Latin, and in an abandonment of the study of Latin as an end in itself, we may well pause to count the cost before entering upon such a program.

It is true, too, that Dr. Gray states (§5):

... It is confidently believed that the program proposed for the great majority will be found the best basis for those also who are to pursue their classical studies further and become, as always, the leaders in the realm of thought and literature.

But this is merely the expression of a pious hope (entirely natural to the advocate of a new method), and it

*The exact meaning of this phrase, and Dr. Gray's treatment of this subject would require more space than can properly be claimed here.

carries little conviction to one who is forever hearing the complaints of teachers that they now can scarcely bring their classes through on schedule time, because of the distractions from the business in hand. As a matter of fact, the proposed program seems all of a piece with the general High School policy above noted, whereby the interests of the talented few are sacrificed to the supposed or real needs of the many.

It is earnestly hoped that the American Classical League will early see its way to grapple with the administrative difficulties that now are throttling Latin in many Schools. The problem is a difficult one; but just for that reason it demands the more earnest attention.

In any case, the League will strengthen its position with the classical public, if it will make it clear at the start that its final report will include no bitter and unjustified attack upon the present methods and aims of Latin teaching. A really better program needs only to be advertised, and teachers will be quick to recognize its merits.

In the second place, the disastrous results of hasty reconstruction on the basis of supposed results of educational tests make it very desirable that assurance be given that no attempt will be made to force upon the Schools generally any program that the survey may seem to support. For a period of years any radically new program should be tried out in a very few Schools, including some where the conditions are merely average. If the program justifies itself here, then other Schools may be expected to take it up.

UNIVERSITY OF CALIFORNIA

H. C. NUTTING

DR. GRAY'S REPLY TO PROFESSOR NUTTING

With regard to the article criticized by Professor Nutting permit me to quote from letters which I wrote to him under the dates of February 11, and March 8.

The article was written over a year ago and accepted for publication by The Classical Journal before I was even a member of the Investigating Committee. It has nothing whatever to do with the Investigation, either theoretically or practically. It represents a purely *a priori* attack upon the problem and expresses convictions that have grown out of experience, although this experience has never been checked up by any scientific study. So far as the relationship of the principles which I discussed in that article to the present Investigation is concerned, it is distinctly that of submitting conclusions reached on deductive bases to tests of an inductive nature. Certainly nothing could be farther from the spirit of scientific research which characterizes this Investigation than that anyone's views previously conceived should in any way direct it or affect it. It is precisely the converse that must inevitably be the case, and I am frank to say that this article, written over a year ago, would, if written today as a purely personal article, undergo considerable modification in the light of evidence that is already accumulating from this Investigation. . . .

Must it be necessary to have an Investigating Committee composed of people who have no convictions? If they are to have convictions, must these convictions be approved of in advance? In that case

the course of the Investigation would certainly be predetermined. But I wish to disabuse your mind entirely of the idea that I have any fixed convictions which are not susceptible to modifications, revision, or rejection in the light of evidence disclosed. I feel reasonably sure that you have convictions as strong as mine and I feel confident that they are held subject to the same reservation. . . .

I think you will agree with me that the present Investigation does include within its scope precisely what you demand—"an adequate experiment designed to bring out the value of Latin as taught".

There are many points in Dr. Nutting's article with which I entirely disagree, but it does not seem profitable to continue the discussion on the basis of personal opinion, when it is precisely the function of the Investigation now in progress to provide accurate factual data from which sound conclusions may be drawn.

MASON D. GRAY

CLASSICAL ARTICLES IN NON-CLASSICAL PERIODICALS

V

Abhandlungen der Königlichen Gesellschaft der Wissenschaften zu Göttingen, Philologisch-Historische Klasse—XVII, 2, Ueberlieferung und Entstehung der Theokrit-Scholien, Carl Wendel.

American Catholic Quarterly Review—April, 1921, Four Famous Sons of Ceres, Harriette Wilbur; Mediaeval Latin Proverbs, Darley Dale.

American Judicature Society, Journal of the—Dec., Speedy Justice in Ancient Rome, Albert Kocourek [the author holds that the formula system has never been equalled since those days].

Anglican Theological Review—Aug., The Life and Letters of St. Paul, David Smith, reviewed by Frederick C. Grant; A Grammar of New Testament Greek, James Hope Moulton, reviewed by A. Haire Forster; Dictionary of the Vulgate New Testament, J. M. Harden, reviewed by A. Haire Forster.

Atlantic Monthly—Oct., The Iron Man, Arthur Pound [an article characterized by The World's Work, Dec., as "a plea for cultural education from another quarter"].

Contemporary Review—Dec., Roman Private Law, W. W. Buckland, reviewed by J. E. G. De Montmorency.

Göttingische Gelehrte Anzeigen—July-September, Opferitus und Veropfer der Griechen und Römer, S. Eitrem, reviewed by Otto Weinreich.

Independent and Weekly Review—Dec. 31, An Unnecessary question, Henry W. Bunn [in this article, under the caption "Cabbages and Kings", the author commends the translation of Lucian by H. W. Fowler and F. G. Fowler, and uses an incident from Lucian to illustrate a modern matter]; The Reign of the Revue, Robert Allerton Parker [the author traces the "great tradition" of the Revue, beginning with Aristophanes].

Journal of Education (London)—Nov., The <Prime Minister's> Committee on Classics [correspondence: comment, adverse, on the Committee's Report. "Spectator" takes exception to the statement of this Committee that "Latin and Greek are severe trainers of the observation", and insists that the fact "that such a claim is made for Classics without even a hint that the whole subject is controversial, suggests at advanced classical scholarship is not inconsistent with ignorance of contemporary thought"].

Man—Nov., Les Tombes des Martres-de-Veyre, Aug. Audollent [a discussion of relics of the Gallo-Roman civilization of the first or second century of our era].

Mind—Oct., The Works of Aristotle, in the translation edited by W. D. Ross, reviewed by A. E. Taylor, as follows: Volume X, Politics, translated by Benjamin Jowett [has "notable merits" and "occasional demerits"], Oeconomica, by E. S. Forster, Atheniensium Respublica, by Sir F. G. Kenyon [has fidelity as a translation and excellence as literature].

Nation and Athenaeum—Oct. 29, The Price of Roman Success [unsigned review of Agricola, A Study of Agricultural Life in the Graeco-Roman World from the Point of View of Labour, W. E. Heitland. The book is "packed with information. . . . Nothing is more interesting than the discussion of the kind of society that the Republic became under the stimulus of a knock-out victory and unearned wealth. . . . Agriculture ceased to be in the Latin phrase a mother of men from the day when first Rome was flooded with the great indemnities and she learnt how to live on others. Against this fundamental difficulty Roman statesmanship was fighting a losing battle all its life"].—Nov. 12, The New Humanism [the defect of the English educational system, the author declares, is superficiality. "There is scarcely a school of any type that does not neglect English to a degree that is little short of shameful. . . . The places of higher education are limited by the snobbish tradition that the only languages becoming to a gentleman are Greek and Latin, and that ignorance of classics and knowledge of English may be taken as a sign of doubtful social standing". This remarkable statement is followed by three quotations—one from Dean Gaisford and two from F. W. H. Myers—which purport to prove or at least to illustrate it, but which really do not do so in the least].—Nov. 26, The Passing of the Greeks [unsigned review of Histoire de l'Art: L'Art Antique, Elie Faure, which holds that "the so-called golden period of Greek art was no more than an episode in the growth of art", and that "late Greek art", to which the reviewer seems to assign Praxiteles's 'Venus', was "frankly sensuous". The complete statues which we possess are, "relatively speaking, failures", for they fail to "arouse and retain emotion in the open air". The work contains "excellent comparative tables and a series of most intelligent essays on Egyptian, Assyrian, Greek, and Roman art"].—Dec. 3, Athens and London, H. J. L. [review of Essays and Addresses, Gilbert Murray: "he has always been a fighter in the struggle for liberal-mindedness"]; Some Greek Salvage [unsigned review of New Chapters in the History of Greek Literature: Recent Discoveries in Greek Poetry and Prose of the Fourth and Following Centuries B. C., edited by J. U. Powell and E. A. Barker; the review, which is largely given over to a discussion of Menander—an article on The New Menander, and Other New Fragments of the New Comedy, by T. W. Lumb, covers pages 66-98 of the book—finds learning and acumen in E. M. Walker's essay on Aristotle's treatise on the "Athenian Constitution", but criticizes unfavorably the choice of material, the failure to supply English versions for all cited passages, and the English written by some of the ten contributors].

Nineteenth Century and After—Dec., Greek in Extremis, A. D. Godley ["The whole future of Greek lies on the knees of schoolmasters"].

Nouvelle Revue—Nov. 15, Monuments Grecs en Sicile, Henry Petiot [concluded from October 15].

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